DOCUMENT RESUME

ED 082 319 EA 005 430

AUTHOR Parsons, G. Llewellyn
TITLE Effective Supervision: Teachers' Views of Supervisory Roles in School Systems. Monographs in Education No. 10.
INSTITUTION Memorial Univ., St. John's (Newfoundland).
PUB DATE 72
NOTE 48p.
AVAILABLE FROM The Committee on Publications, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, Canada ($1.00)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Bureaucracy; *Helping Relationship; Leadership Styles; Public School Systems; Supervisor Qualifications; Supervisors; *Supervisory Methods; Tables (Data); *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Supervision

ABSTRACT

Supervisors who work directly with teachers and wish to influence their classroom practice and encourage their professional growth must behave in ways congruent with teachers' expectations for involvement, social support, and stimulating leadership. Although these styles and behaviors may vary somewhat with various supervisory roles and teacher and school characteristics, there is little doubt that the effective supervisor, according to teacher perceptions, is one who, in attempting to provide staff leadership, is close to the teacher he is trying to help and uses the skills of facilitating personal and institutional growth, giving social support and involving his staff in the decisionmaking processes of the school. (Author)

ED 082319

Effective Supervision: Teachers' Views of Supervisory Roles in School Systems

By

G. Llewellyn Parsons

Monographs in Education No. 10

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THE AUTHOR

Dr. Llewellyn Parsons has worked twenty years in the field of education as a teacher, principal, district supervisor and university professor. He is presently employed as associate professor of education in the Department of Educational Administration at Memorial University of Newfoundland.

He received his doctorate from the University of Toronto in 1971. The topic of his dissertation was **An Analysis of Supervisory Roles in School Systems.**

INTRODUCTION

This study is about supervisors or persons in the school system who have an obligation to **help** teachers **improve** the content, processes or outcomes of their teaching in the school or classroom. It attempts to find answers to four basic questions:

1. Which supervisory roles in the school systems do teachers perceive as influencing or affecting their behavior in some way?
2. Which supervisory roles in the school systems do teachers perceive to be most effective in **helping** them **improve** the content, processes or outcomes of their teaching?
3. What are the perceived styles and behaviors of the effective rated supervisors and how do these differ from the perceived styles and behaviors of the ineffective rated supervisors?
4. What are the relationships of school and teacher factors such as size and type of school, sex, experience and training of teachers to perceptions of supervisory effectiveness?

HELPING TEACHERS IN A BUREAUCRATIC (LARGE, COMPLEX) ORGANIZATION

This study assumes that teachers are either professionals or professionals-in-process and that members of the teaching organization can acquire professional characteristics. Who is a professional? A professional is one who:

(a) possesses a theoretical body of knowledge which he/she applies to the solution of social problems. The professional teacher has acquired a unique body of knowledge of how children learn and behave which he/she applies to meet society's demand that children be educated.

(b) is able to regulate his/her own work standards and goals without imposition from any outside authority. In so doing the professional teacher is able to seek help and advice from colleagues, administrators or any person who is able to help him/her improve the content, processes or outcomes of his/her teaching. However, the professional must be in a position to accept or reject the help and advice offered so as to be able to regulate his work standards. A profession is a means of freeing workers for independence in order that they may make the maximum use of their abilities and skills. This means giving professional teachers opportunities to make the widest possible use of their talents and knowledge to promote student learning.

(c) has a strong sense of individual responsibility—a broad personal responsibility for judgements made and acts performed. Even though a teacher may possess a unique body of knowledge which he/she applies to the solution of social problems and is able to regulate his/her own work standards and goals without interference from an outside authority, the chief criterion which marks him/her as a professional is the acceptance of individual responsibility for promoting the well-being of those he/she teaches.

Professional Expectations

What are the expectations of professional teachers? As professionals expect members of the organization to stress the uniqueness of clients' problems, professional teachers are concerned with meeting students' individual needs and solving their problems on the basis of student variability and not on the basis of a standard practice applied to all. Professionals expect stress on research and change so that new problems can be defined and solutions found in the process of helping the students. Therefore, professionals state rules as alternative courses of action rather than as dictates.

In whatever area of specialization the professional teacher is involved, his/her stress is on the achievement of goals which are oriented to the student rather than stress on the efficiency of a technique which is task-oriented. The professional's chief concern is with what is happening to the student. To achieve student-oriented goals the professional teacher uses skills which are based on knowledge of what will benefit the student rather than skills based primarily on practice, routines, usage or custom.

The professional expectation is that authority (the power to make decisions which guide the action of others)) be based on professional policy, personal competence, and the unique problems and characteristics of the client. This authority is expected to be supported by an administration which considers the wishes of the professional members involved. Rules, as alternative courses of action, are expected to be sanctioned by professional bodies and loyalty in turn given to professional associations and to clients.

Socialization in the Role

How do teachers acquire professional expectations and what expectations do they hold for supervisors who have an obligation to help teachers improve the content, processes, or outcomes of their teaching? And how can supervisors help professionals or professionals-in-process? Supervisors and teachers learn the professional expectations for the respective roles from the preparatory phase of institutional life and from past experience. The amount of training teachers receive will influence their professional expectations both for their role and for the supervisors who attempt to help them. It is assumed that the teacher's knowledge of the supervisory role gleaned from the literature and other sources increases with his/her training: thus the longer the training, the more

intense the internalization of an idealized conception of the supervisor's role becomes.

Another factor which will influence the socialization process is the actual experience of the teacher on the staff of the school where, through contacts with the collegial norms of other teachers and associations with supervisory roles, he/she has an opportunity to learn both the role of the teacher and the real role of the person who has an obligation to help. For this reason there may be marked differences between the role perceptions of beginning and experienced teachers at the school level. The problem is: how can supervisors help teachers who have acquired expectations characteristic of professionals?

Blocks to Supervision

It may be difficult for supervisors to **help** teachers **improve** the content, processes, or outcomes of their teaching for several reasons:

1. The professional attitude of teachers may cause them to interpret attempts at influence by the supervisor as an invasion of their professional prerogatives especially if such efforts are not congruent with their professional expectations. If supervisors do not use processes congruent with professional expectations their influence might be confined to beginning teachers, the inept, the incompetent and those whose needs are most visible.
2. Heavy administrative demands on the time of the supervisor who has an obligation to help the teacher may prevent him from effectively performing his supervisory functions.
3. Supervisors may lack the power, influence, or the authority to meet the new demands of teachers such as alteration of job descriptions, restructuring of teachers' roles, and changing teaching schedules.
4. Supervisors may appear threatening if in the process of helping the teacher they overemphasize the function of evaluation. Especially are teachers likely to resent supervisors who attempt to evaluate work which is outside the supervisor's area of competence.
5. The styles and behaviors used by the supervisor may create blocks to effective supervision. Before supervisors can be perceived as effectively helping teachers, these blocks to supervision will have to be removed.

Removing the Blocks to Effective Supervision.

How can these blocks to the effective supervision of professionals or professionals-in-process be removed? First, the teacher will have to perceive that the general supervisory behavior or professional leadership expectations are indeed being realized. Such professional leadership acts would include helping the teacher to:

(a) feel that his/her work is important,
(b) improve professionally,
(c) see the sources of problems confronting him/her, and
(d) improve the educational program to suit the needs of students and teachers.

How the supervisor provides this leadership will be crucial.

Teachers who are professionals or professionals-in-process, will possess a strong sense of individual responsibility and will need involvement in decision-making in areas within their professional competence. Therefore, he who would help the teacher must provide real opportunities for **teacher involvement.** Areas of involvement would include:

(a) evaluating the work of the school and the instructional program,
(b) developing policies of social control which affect teaching and learning,
(c) determining levels of satisfactory student performance in the school, and
(d) determining how teachers should be supervised.

Social support, that is, understanding and supporting teachers' positions will be necessary to meet the psychological and social needs of teachers working in an environment of change where confidence is needed to choose continually between alternatives in dealing with student variability. Accepting the feelings of teachers, praising and encouraging and putting them at ease are integral parts of the social support process needed to engender a climate for personal and school growth.

Personal and school growth processes are congruent with professional expectations for research and change, alternative methods of instruction, solution of the unique problems of students, and authority based on knowledge and personal competence. Supervisory processes which encourage growth permit wide use of the teachers' talents and ideas and the questioning of accepted practices in terms of student growth. The supervisor who stimulates growth must help teachers identify student needs, understand the students' environment, restructure the teaching

role and clarify and sharpen one's thinking about educational problems. Growth processes and bureaucratic standardization are diametrically opposed.

To be effective in helping the professional teacher, supervisors will need to avoid inflexible application of specific rules, prescribed dosages of materials, rigidity of job description and other aspects of **bureaucratic control and program definition (bureaucratic standardization).** The effective supervisor will refrain from telling teachers what and how to teach but rather will permit flexibility so that the teacher may use the instructional techniques which he/she finds to be productive of good learning.

Under certain conditions, the supervisor may be expected to **support the teacher's authority** in relation to students and parents. This support, which appears to contravene professional expectations, may arise from the nature of the school as a service organization. As education is compulsory, the school has no control over the admission of its clients, the students. Once in the school, the student may find that he has little or no control over his participation in the classroom; there are certain goals which he is expected to meet regardless of his ability and interests.

Students, because they are unselected, may not be able to achieve the goals as set by the teacher. Consequently conflicts may arise between students and staff members over the achievement of goals. To lessen such conflicts certain adaptive mechanisms on the part of both teacher and the student may take place as teachers strive to achieve the goals of the organization. The question arises: who supports the teacher's authority in dealing with students and parents, that is, who 'backs the teacher up'?

The Purpose of This Study

This study attempted to find out what supervisory roles, among twenty-two possible roles, were perceived to be **most influential in affecting the behavior of teachers,** which roles were perceived to be **most effective in helping teachers** and to find the extent to which effective- and ineffective-rated supervisors were perceived to be:

(a) giving social support,
(b) involving teachers in decision-makng,
(c) providing opportunities for personal and organizational growth,
(d) avoiding bureaucratic standardization,
(e) supporting teachers' authority, and
(f) providing general professional leadership.

PROCEDURE

By means of random sampling from lists provided by teachers' professional organizations, 697 teachers were selected from a population of 12,898 elementary school teachers in Region 7 of West Central Ontario. A fourteen-page questionnaire dealing with influence, effectiveness, styles and behavior of supervisors in school systems was sent to each teacher in the sample. The 556 teachers who returned the questionnaire (approximately one per school) closely resembled the population on the variables, type and size of school, sex, grade level taught, teaching experience and professional preparation.

On the questionnaire, teachers were asked to identify from a list of twenty-six possible supervisory roles, which organizational charts showed were operative in school systems in Ontario, those roles which **influenced** or affected their behavior as a teacher with respect to the content, processes, or outcomes of their work as a teacher in the school or classroom. Next, teachers were requested to rate the effectiveness of each influential role using a scale ranging from 4—very effective, to 1—ineffective. Effectiveness was defined as the extent to which persons in a role **helped** teachers to **improve** their behavior as teachers. After rating each of the twenty-six roles on influence and effectiveness, teachers were asked to select the most effective role and the least effective role. Finally, teachers were asked to describe, by means of a 42-item instrument, the styles and behaviors of the most effective and the least effective supervisors. This instrument had been constructed to measure the extent to which teachers perceived the supervisor as exhibiting or engaging in the following styles and behaviors: executive professional leadership (EPL), social support of teachers (SS) staff involvement (SI), personal and institutional growth processes (GP), support of

teacher authority (STA), and bureaucratic standardization (BCPD). Teachers used a scale ranging from 6 (always) to 1 (never) to measure the extent to which they perceived the supervisor to be exhibiting or engaging in the style or behavior described in each item. The maximum score for all scales on the perceived supervisory styles and behavior instrument (PSSB) was 252, for the EPL scale 72, and 36 for each of the five remaining scales.

The data were analyzed to determine the influence and effectiveness of the various roles and the styles and behaviors of the most effective and the least effective supervisors. First, the data were analyzed to determine the number and per cent of teachers identifying each role as influential and to discover, by means of cross tabulations and chi square tests, which school and teacher variables were related to teachers' perception of influence. Next, the various supervisory roles were ranked by mean effectiveness scores and the school and teacher variables related to teachers' perceptions of supervisory effectiveness by means of analysis of variance.

Teacher selection of the most effective and least effective roles was ranked and the styles and behaviors of supervisors in these roles analyzed by means of product-moment correlations to find the relationships among professional leadership (EPL), social support (SS), staff involvement (SI) growth processes (GP), support of teacher authority (STA), bureaucratic standardization (BCPD), and total perceived supervisory styles and behavior scores (PSSB); and then multiple correlations were computed to find the best predictor(s) of professional leadership (EPL). To find the relationships among school and teacher variables and the various styles and behavior scale scores product-moment correlations, analysis of variance and covariance were used. The perceived supervisory styles and behavior scale scores for all most effective and least effective supervisors were tested for mean differences by use of the *t*-test. This was also done for the mean difference of scores of the most effective and least effective supervisors in each role. To show contrasts in the perceived styles and behaviors of the most effective rated and the least effective rated supervisors in each role and to show contrasts and similarities among effective supervisors in different roles, profiles based on mean item scale scores were constructed.

TEACHER PERCEPTIONS OF THE INFLUENCE OF SUPERVISORY ROLES

What is an influential role? An influential role had been defined as one where the supervisor in it was perceived by the teacher to be affecting his/her behavior with respect to the content, processes, or outcomes of the teacher's work in the school or classroom.

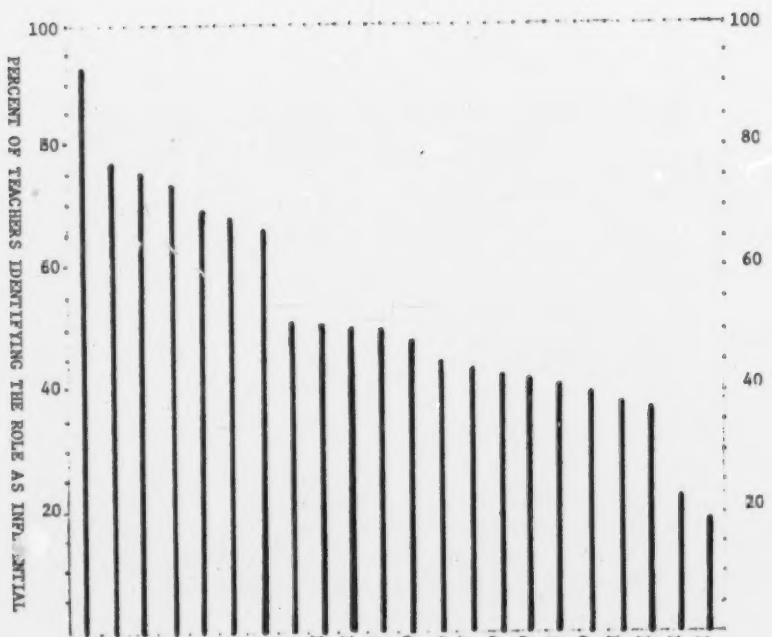
The Influence of Each Role

Figure 1 shows the relative influence of each role, that is, the number of teachers who identified the role as influential as a per cent of the number of teachers for whom the role applied.

From this diagram it can be seen that the seven most influential roles were those of principal, inspector, program consultant, resource teacher, vice-principal, 'other teachers'; and area, district or regional superintendent. These seven roles, which were identified as influential by more than **fifty per cent** of all teachers responding and by more than **sixty-five per cent** of those for whom the role applied, were further examined to ascertain which school and teacher variables were related to teachers' perceptions of the influence of each.

FIGURE I.

RELATIVE INFLUENCE OF EACH ROLE



School and Teacher Factors Related to Influence of Supervisory Roles

It was found that:

1. 'Other teachers' were perceived to influence the behavior of beginning teachers more than that of experienced teachers.
2. Program consultants were perceived to be most influential by primary and junior grade, female, public school teachers.
3. Inspectors were perceived to be most influential by separate school, female, city teachers with one year professional preparation, ten or more years teaching experience and working at junior and primary grade levels in medium sized schools.
4. Vice-principals were perceived to be most influential by urban public school teachers with two to three years professional training and working at intermediate grade levels in medium and large sized schools.
5. Area superintendents were perceived to be most influential by county, female, primary grade teachers of large sized schools with two or three years professional training and with less than three and more than ten years experience.
6. Resource teachers were perceived to be most influential by teachers at the primary and junior grade levels.

TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF SUPERVISORY ROLES

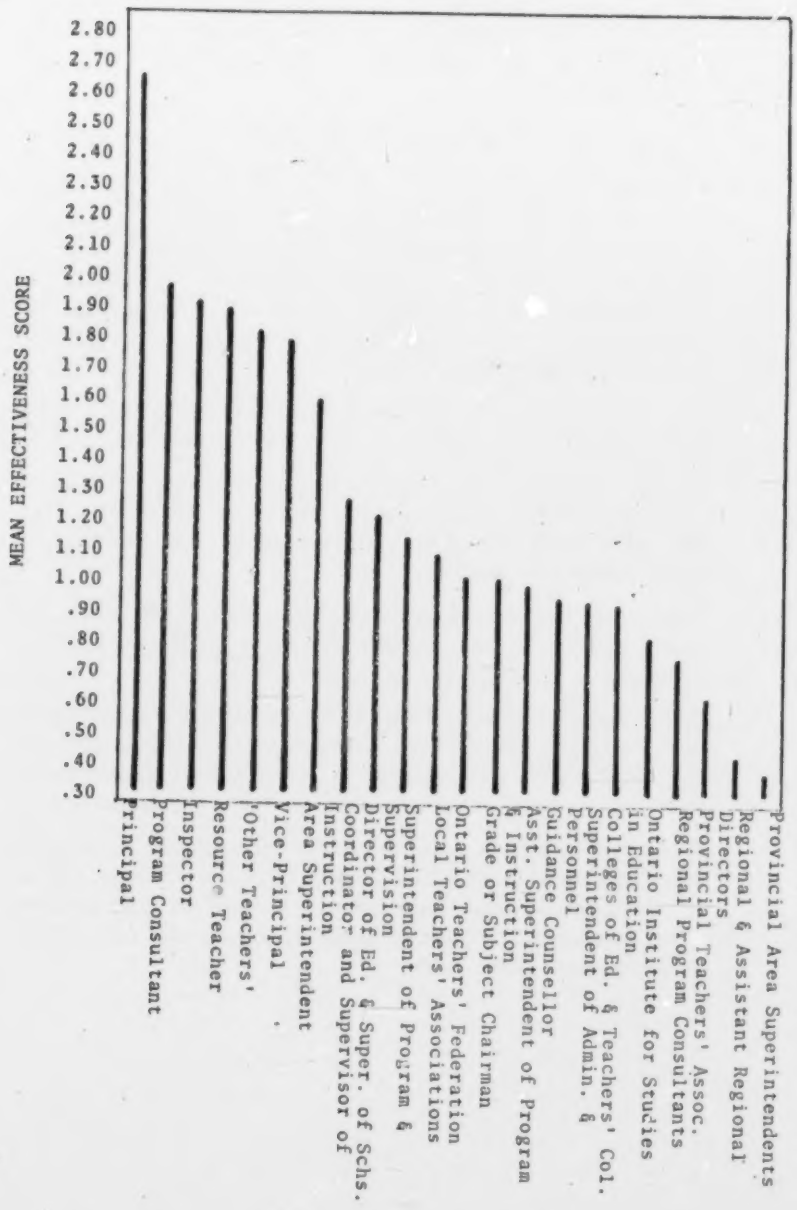
An effective supervisory role had been defined as an influential role where the influence of the person in it served to improve the teacher's behavior with respect to the content, processes, or outcomes of his/her work in the school or classroom. When teachers rated the various supervisory roles, using a scale ranging from 4 (very effective) to 1 (ineffective), the most effective roles (according to teacher perceptions) were those of principal, 'other teachers', program consultant, inspector, assistant or vice-principal, and area, district, or regional superintendent. (Figure 2).

School and Teacher Factors Related to Teacher Perceptions of Effectiveness of Supervisory Roles

When the mean effectiveness scores for each of the seven most influential roles were related to the factors of type and size of school, sex, grade level taught, experience and professional training of the teacher, it was found that:

1. The only factor significantly related to teacher perceptions of the effectiveness of the principal was the grade level taught—

FIGURE 2
MEAN EFFECTIVENESS SCORES FOR EACH SUPERVISORY ROLE



junior grade teachers perceived the principal to be more effective than did intermediate grade teachers.

2. Years of experience was the only factor related to teacher perceptions of the effectiveness of 'other teachers' — beginning teachers found their colleagues to be more helpful than did experienced teachers.

3. Female teachers rated program consultants higher on effectiveness than did male teachers; primary and junior teachers also rated this role higher than did intermediate teachers. When sex of teacher was controlled, grade level taught was found to be the strongest factor related to the perceived effectiveness of the roles of consultant and resource teachers. Public school teachers rated the consultant higher on effectiveness than did separate school teachers, while city teachers rated consultants higher than did county teachers.

4. The vice-principal was perceived to be most helpful by intermediate grade level teachers in large public schools.

5. Female teachers, separate school teachers, and teachers at junior grade levels rated inspectors higher on effectiveness than did male teachers, public school teachers, and intermediate grade teachers respectively.

6. Female teachers at primary and junior grade levels found resource teachers to be more effective than did any other group of teachers.

7. Teachers under county boards rated area superintendents higher on effectiveness than did city teachers, while teachers with two and three years experience found the role much less effective than did more experienced teachers and those just beginning.

8. When overall effectiveness of the seven most influential roles were considered, teachers in large schools, city schools and at the junior grade levels respectively found the roles to be more effective than did teachers in small schools, county schools and at intermediate grade levels.

TEACHERS' SELECTIONS OF THE MOST EFFECTIVE AND THE LEAST EFFECTIVE SUPERVISORY ROLES

Each teacher in the sample had been asked to select from the list of supervisory roles which he/she had rated on influence and effectiveness: (1) the role which he/she perceived to be the most effective, and (2) the role which he/she perceived to be the least effective. Out of 553 returns, 553 teachers identified a most effective role while 534 teachers identified a least effective role. Summaries of teachers' selections are given in Tables I and II. Table I shows that the seven roles which teachers rated highest on influence (see Figure 1) and highest on effectiveness (see Figure 2) were again selected by teachers as the most effective roles with the exception of the area, district, or regional superintendent which moved from seventh to ninth position. Teachers were very clear about their choice of the most effective roles. Ninety-five per cent or 529 of the total teachers responding selected the roles of principal, program consultant, 'other teachers', assistant or vice-principal, resource teacher, coordinator of supervision and

TABLE I

TEACHERS' SELECTIONS OF THE MOST EFFECTIVE SUPERVISORY ROLES BY NUMBER AND PER CENT OF TEACHERS SELECTING EACH ROLE AS MOST EFFECTIVE

Rank of each role by the number of teachers identifying the role as most effective	MOST EFFECTIVE ROLE	Number of teachers identifying the role as the most effective	Per cent of teachers identifying the role as the most effective
1	Principal	299	53.8
2	Program consultant	70	12.6
3	'Other teachers'	34	7.2
4	Assistant or vice-principal	34	6.2
5	Resource teacher	24	4.3
6	Coordinator of supervision and instruction	22	4.0
7	Inspector	14	2.5
8	Subject or grade chairman	12	2.2
9	Area, district, or regional superintendent	8	1.4
10	Assistant superintendent of program and instruction	6	1.1
12	Guidance counsellor	4	0.7
12	Director of education, and superintendent of separate schools	4	0.7
12	Persons associated with colleges of education and teachers' colleges	4	0.7
14	Regional program consultants	3	0.5

TABLE I (Continued)

TEACHERS' SELECTIONS OF THE MOST EFFECTIVE SUPERVISORY ROLES BY NUMBER AND PER CENT OF TEACHERS SELECTING EACH ROLE AS MOST EFFECTIVE

Rank of each role by the number of teachers identifying the role as most effective	MOST EFFECTIVE ROLE	Number of teachers identifying the role as the most effective	Per cent of teachers identifying the role as the most effective
15.5	Persons associated with Ontario Teachers' Federation	2	0.4
15.5	Other roles in the school	2	0.4
19	Persons associated with local teachers' associations	1	0.2
19	Persons associated with provincial teacher associations	1	0.2
19	Other roles in the regional office of the Department of Education	1	0.2
19	Superintendent of program and supervision	1	0.2
19	Superintendent of administration and personnel	1	0.2
	Teachers who did not identify a role as most effective	3	
	Total number of teachers	556	100

TABLE II

TEACHERS' SELECTIONS OF THE LEAST EFFECTIVE SUPERVISORY ROLES BY NUMBER AND PER CENT OF TEACHERS IDENTIFYING EACH ROLE AS LEAST EFFECTIVE

Rank of each role of number of teachers identifying the role as least effective	LEAST EFFECTIVE ROLE	Number of teachers identifying the role as the least effective	Per cent of teachers identifying the role as the least effective
1	Inspector	62	11.2
2	Principal	54	9.7
3	Program consultant	47	8.5
4	Regional program consultant	44	7.9
5	Director of education, and superintendent of separate schools	39	7.0
6	Area, district, or regional superintendent	38	6.8
7	Assistant or vice-principal	35	6.3
8	Persons associated with local teachers' associations	27	4.9
9	Resource teacher	23	4.1
10	Regional and assistant regional directors	20	3.6
11	Persons associated with Ontario Teachers' Federation	19	3.4
12	Grade or subject chairman	16	2.9
14	Superintendent of Administration and personnel	15	2.7

TABLE II (Continued)

TEACHERS' SELECTIONS OF THE LEAST EFFECTIVE SUPERVISORY ROLES BY NUMBER AND PER CENT OF TEACHERS IDENTIFYING EACH ROLE AS LEAST EFFECTIVE

Rank of each role of number of teachers identifying the role as least effective	ROLE LEAST EFFECTIVE	Number of teachers identifying the role as the least effective	Per cent of teachers identifying the role as the least effective
14	Persons associated with the provincial teachers' associations	15	2.7
		15	2.7
14	Persons associated with colleges of education and teachers' colleges	15	2.7
16	Guidance counsellor	13	2.3
17	Provincial area superintendent	12	2.2
18	Coordinator of supervision and instruction	11	2.0
19	Persons associated with the Ontario Institute for Studies in Education	10	1.8
20	Assistant superintendent of program and instruction	8	1.4
21	Superintendent of program and supervision	6	1.1
22	'Other teachers'	3	0.5
23	Other roles in the school system	1	0.2
24	Other roles in the regional office of the Department of Education	1	0.2
	Teachers who did not identify a role as least effective	22	4.0
	Total number of teachers	556	100

instruction, inspector, subject or grade chairman, area, district or regional superintendent, and the assistant superintendent of program and instruction as the most effective roles. The other 24 teachers responding spread their choices over the remaining roles. Nearly 54 per cent or 299 teachers identified the principal as the most effective supervisory role.

Table II which summarizes teachers' selections of the least effective roles shows that, in contrast to the selection of the most effective roles, teachers varied more widely in their choices. More than 53 per cent or 297 teachers identified the roles of principal, program consultant, 'other teachers', vice-principal, resource teacher, coordinator of supervision and instruction, inspector, subject or grade chairman, area, district or regional superintendent, and assistant superintendent of instruction as the least effective as contrasted with the 529 teachers who selected these roles as the most effective. The remaining 237 teachers spread their choices of the least effective roles over the remaining fourteen.

Table III compares the number of teachers who selected the ten roles most often identified as the most effective with the number of different teachers selecting the same role as the least effective. Each of the ten roles which was selected by a number of teachers as the most effective, was also selected by other teachers as the least effective. For example, it should be noted that whereas 299 or 54 per cent of all the teachers selected the role of principal as the most effective, 54 other teachers or 9.7 per cent selected this role as the least effective.

As Table III shows, the number of teachers who selected the principal, program consultant, 'other teachers', and resource teacher, as the most effective role was greater than the number of teachers who selected these same roles as the least effective. In the case of inspector, subject or grade chairman, vice-principal, area, district or regional superintendent, and the role of assistant superintendent of program and instruction, the opposite was true.

As teachers in the sample had been requested to describe, by use of the 42-item description instrument, the styles and behaviors of persons in the roles which they had selected as the most effective and the least effective, a total of 751 styles and behavior descriptions of supervisors occupying the seven roles identified as most influential were available for analysis. For each of these seven most influential roles a substantial number of teachers described the styles and behaviors of persons in the role both when it was perceived as the most effective and when it was perceived as the least effective. On the basis of these descriptions, profiles of these seven roles have been constructed.

TABLE III

COMPARISON OF NUMBER OF TEACHERS SELECTING THE TEN MOST EFFECTIVE ROLES WITH THE NUMBER OF DIFFERENT TEACHERS IDENTIFYING THE SAME ROLES AS THE LEAST EFFECTIVE

ROLE	No. of teachers selecting this role as most effective	% of teachers selecting this role as most effective	No. of teachers selecting this role as least effective	% of teachers selecting this role as least effective	No. of times the role was selected as most or least effective
1. Principal	299	53.8	54	9.7	353
2. Program consultant	70	12.6	47	8.5	117
3. 'Other teachers'	40	7.2	3	0.5	43
4. Vice-principal	34	6.1	35	6.3	69
5. Resource teacher	24	4.3	23	4.1	47
6. Coordinator of supv. & instr.	22	4.0	11	2.0	33
7. Inspector	14	2.5	62	11.2	76
8. Subject or grade chairman	12	2.2	16	2.9	28
9. Area, district or regional supt.	8	1.4	38	6.8	46
10. Asst. supt. of program and instr.	6	1.1	8	1.4	14
TOTALS	529	95.2	297	53.4	826

$\chi^2 = 141.25$ with d.f. ($p > 001$)

Summary

Ninety-five per cent of the teachers confined their choices of the most effective supervisors to ten roles; eighty-eight per cent of the teachers selected the role of principal, program consultant, 'other teachers', assistant or vice-principal, resource teacher, inspector and area superintendent as the most effective. Teachers showed a wide range in selecting the least effective roles with choices spread over twenty-four roles. As both effective and ineffective supervisors in the same role were described by different teachers, data were available to compare and contrast the styles and behaviors of those who were perceived as helpful and those who were not. The following sections describe the perceived styles and behaviors of effective and ineffective supervisors.

THE PERCEIVED STYLES AND BEHAVIORS OF SUPERVISORS

Answers to three basic questions regarding the styles and behaviors of the most effective and the least effective rated supervisors were sought:

1. What styles and behaviors do teachers associate with the most most effective and least effective rated supervisors? Specifically, do the most effective rated supervisors differ from the least effective rated supervisors in

   (a) giving social support to teachers?

   (b) involving teachers in decision-making?

   (c) providing opportunities for teacher and school growth?

   (d) supporting teacher authority in relation to the student and parent?

   (e) avoiding bureaucratic control?

   (f) engaging in or exhibiting general professional leadership behavior?

2. Do supervisory styles and behaviors vary with supervisory roles?
3. What are the relationships of school and teacher factors to the perceived styles and behaviors of supervisors?

The Perceived Styles and Behaviors of the Most Effective Rated and the Least Effective Rated Supervisors

The effective rated supervisors were given high scores on social support, staff involvement, growth processes, support of teacher authority, and professional leadership. The least effective rated supervisors were given contrastingly low scores on each of these styles and behaviors. The effective rated supervisors were perceived as 'almost always' engaging in behavior or exhibiting a style which gave social support to the teacher, 'frequently' involving the teacher in decision-making in areas within the teacher's professional competence, 'frequently providing opportunities for teacher and school growth, 'frequently' supporting the teacher's authority in relation to the child and parent, 'almost always' engaging in professional leadership. The least effective rated supervisors were perceived as 'almost never' providing for staff involvement and growth processes and only 'occasionally' giving social support, supporting teacher authority and engaging in professional leadership. Generally, when all roles were considered there was no difference between effective rated and ineffective rated supervisors on amount of bureaucratic standardization used. However, when roles were examined separately it was found that persons in some roles were more bureaucratic in style and behavior than persons in others.

The Differences Among Various Supervisory Roles in Support of Teacher Authority and Bureaucratic Standardization

Figure 3 shows that teachers perceived effective rated principals, vice-principals and 'other teachers' to be most supportive of their authority. Effective rated area superintendents, program consultants, inspectors and resource teachers were not rated high on this behavior. If support of teacher authority is necessary, the principal and vice-principal, because of their closeness to the teacher, logically perform this function. However, persons in these roles may be supporting teacher adaptive mechanisms which may or may not be in the best interests of the child. A latent function of 'outside' supervisors may be to modify the adaptive and goal-displacing mechanisms of the school. The fact that effective rated principals and vice-principals were perceived to be much higher on support of teacher authority than ineffective rated principals and vice-principals, while effective and ineffective rated inspectors and area superintendents showed practically no difference in support of teacher authority seems to indicate that this is so.

FIGURE 3

TEACHERS' PERCEIVED SUPPORT OF TEACHERS' AUTHORITY BY EFFECTIVE SUPERVISORS IN DIFFERENT ROLES

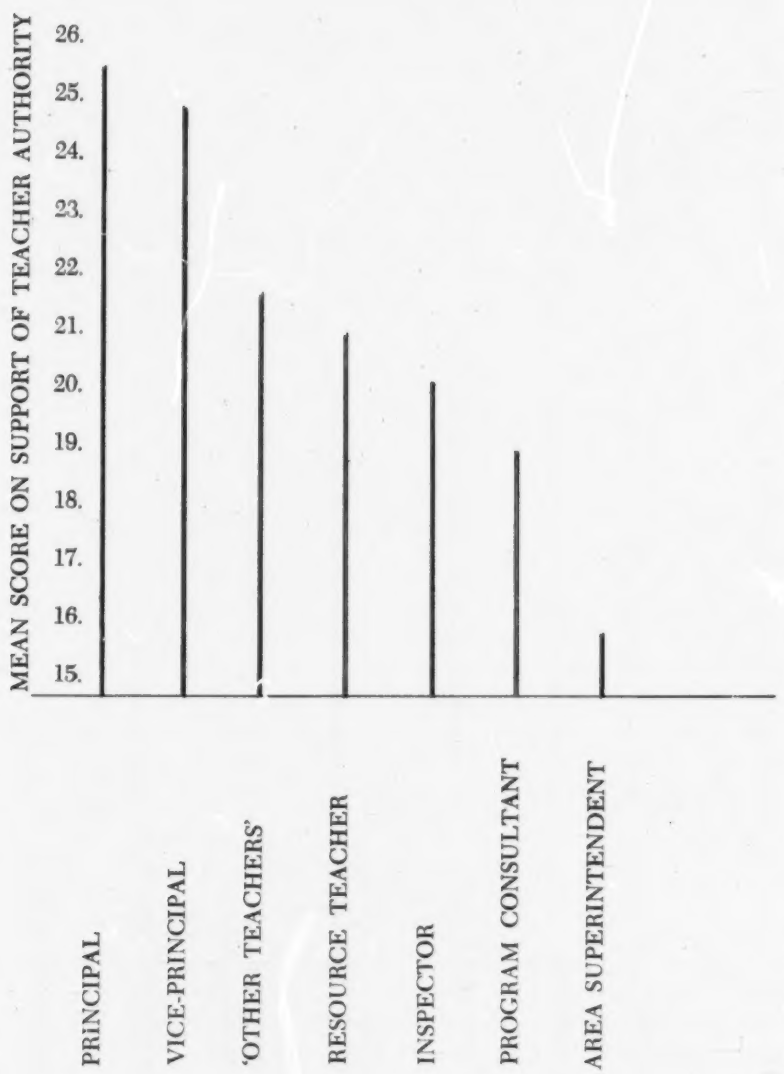
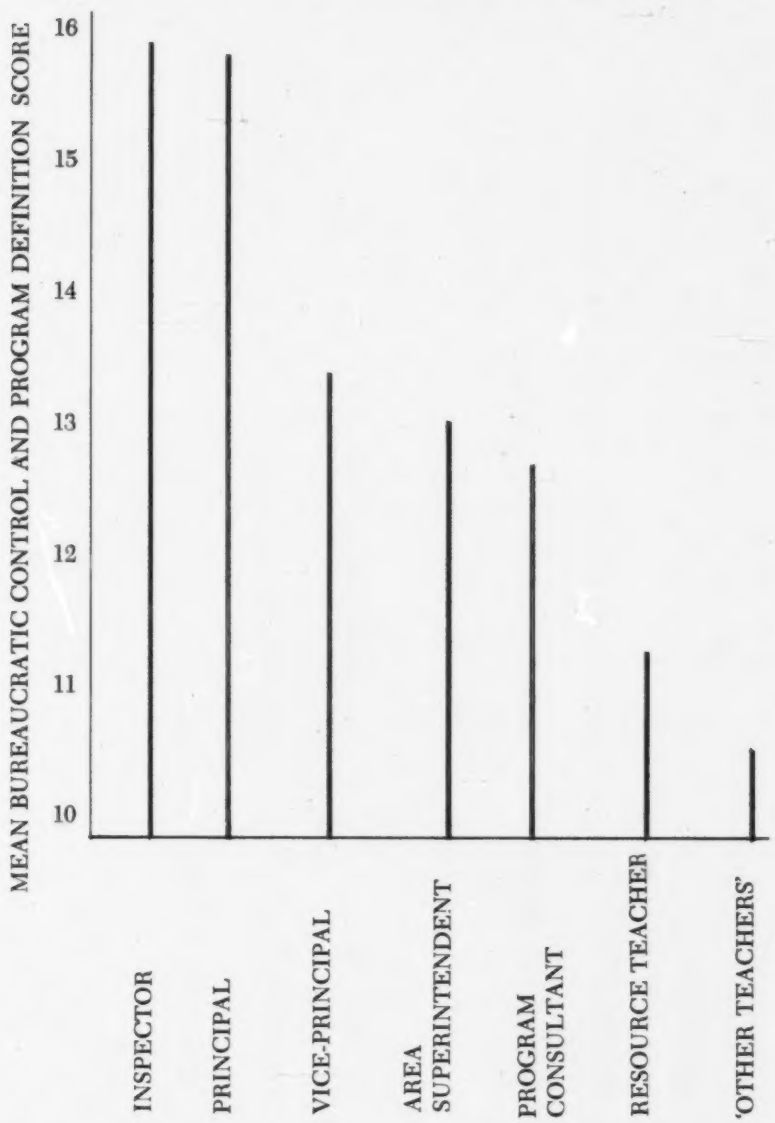


FIGURE 4

BUREAUCRATIC STANDARDIZATION USED BY EFFECTIVE SUPERVISORS IN EACH ROLE AS PERCEIVED BY TEACHERS



When all roles were considered together, effective rated supervisors received practically the same scores on bureaucratic standardization as did the ineffective rated supervisors. However, differences were found among supervisors when roles were examined separately. Effective rated principals, inspectors and area superintendents were perceived to be less bureaucratic in their behavior than ineffective rated principals, inspectors and area superintendents. Figure 4 shows that, among effective rated supervisors, inspectors and principals were perceived to be much higher on bureaucratic standardization than were vice-principals, area superintendents and program consultants who, in turn, were rated much higher on this style than were resource teachers and 'other teachers'.

The Styles and Behaviors of Effective and Ineffective Rated Supervisors in Different Roles

Figures 5-11 contrast the perceived styles and behaviors of effective and ineffective rated supervisors. From these diagrams it can be seen that:

1. Effective rated principals and vice-principals were perceived to be very high on professional leadership, social support, staff involvement, growth processes, support of teacher authority and low on bureaucratic standardization; while ineffective rated principals, and vice-principals were perceived to be low on each of these styles but higher on bureaucratic standardization than were effective rated persons in these roles.
2. Effective rated resource teachers, program consultants and 'other teachers' were rated high on professional leadership and social support but low on bureaucratic standardization.
3. The effective rated inspectors were perceived to exhibit less professional leadership, social support, staff involvement and growth processes than effective rated supervisors in other roles and were perceived to be highest on bureaucratic standardization.
4. The most effective rated area, district, or regional superintendents were perceived as 'almost always' giving social support to teachers, 'frequently' providing professional leadership, 'occasionally' involving teachers in matters relating to the school and 'almost never' using bureaucratic standardization. In contrast, the ineffective rated area superintendents received much lower scores on professional leadership, social support and teacher involvement and higher scores on bureaucratic standardization.

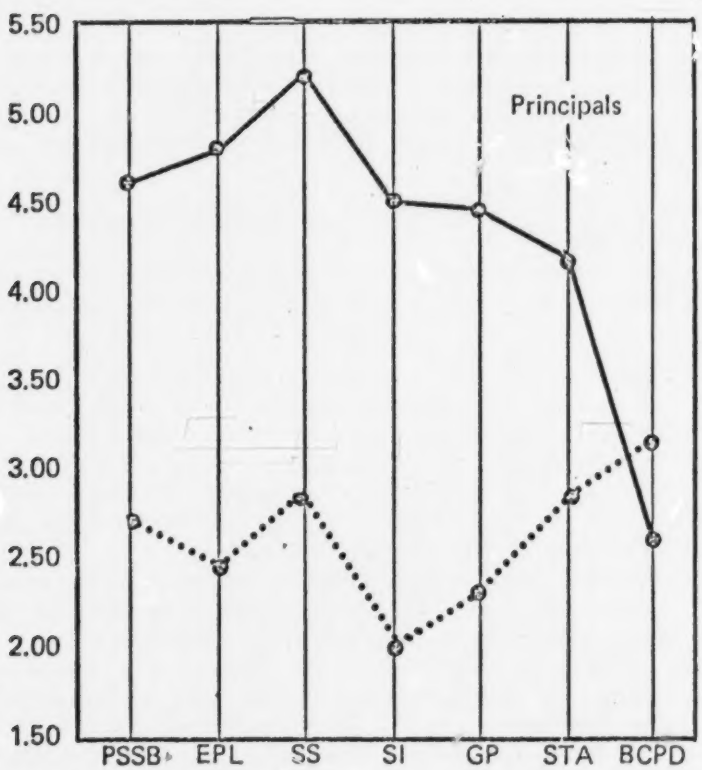


Figure 5 --- Mean item scores on perceived supervisory styles and behavior for the most effective and least effective principals

———— most effective ..... least effective

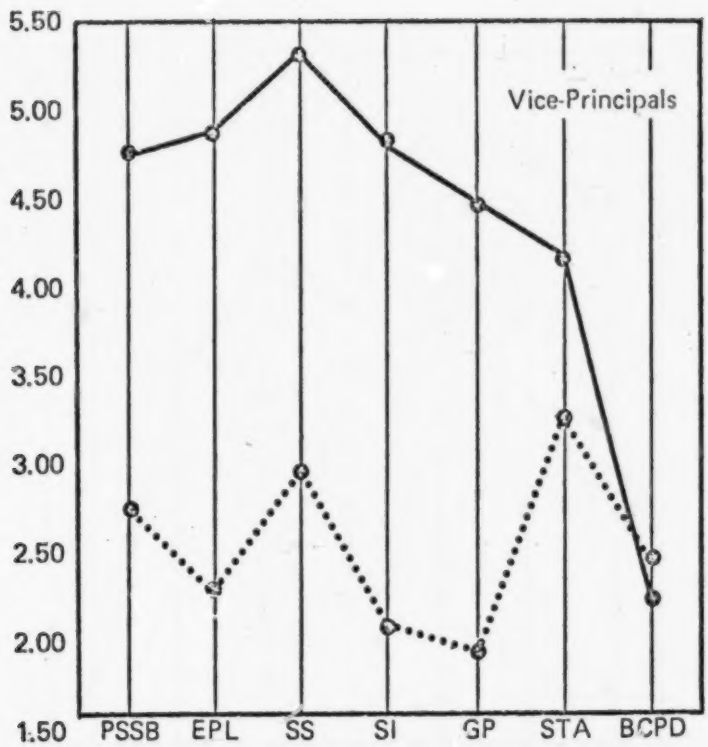


Figure 6 — Mean item scores on perceived supervisory styles and behavior for the most effective and least effective vice-principals

most effective ..... least effective

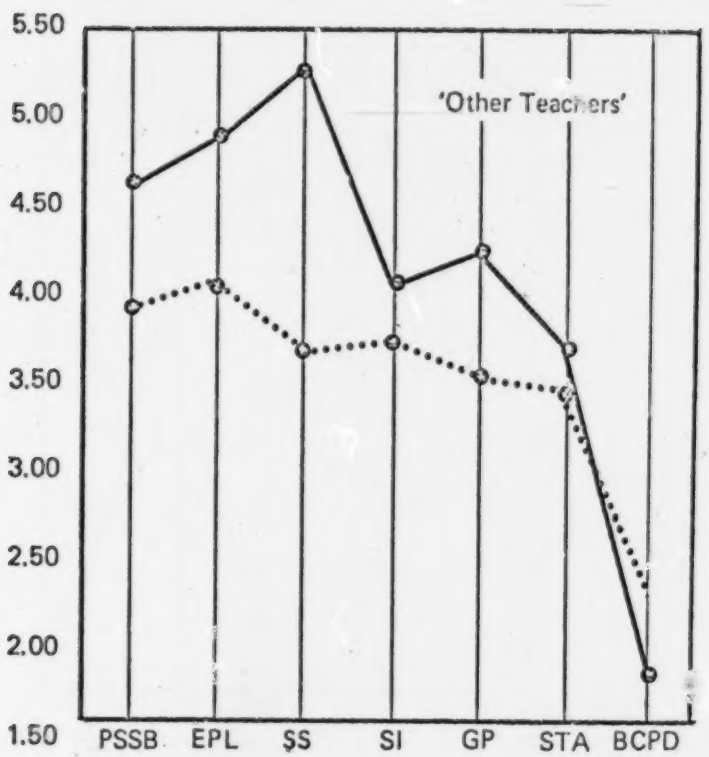


Figure 7 --- Mean item scores on perceived supervisory styles and behavior for the most effective and least effective 'other teachers'

———— most effective
..... least effective

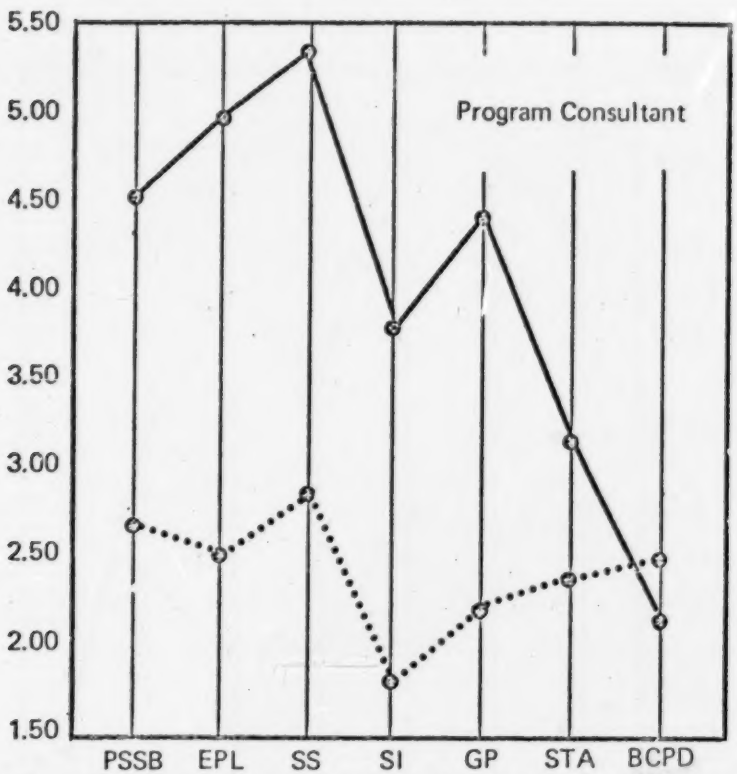


Figure 8 --- Mean item scores on perceived supervisory styles and behavior for the most effective and least effective program consultants.

_____ most effective
.....least effective

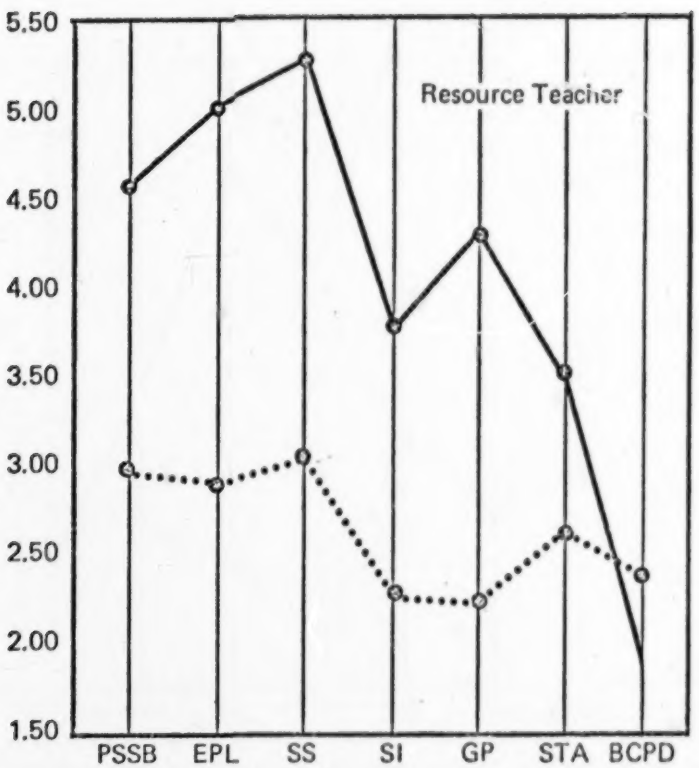


Figure 9 --- Mean item scores on perceived supervisory styles and behavior for the most effective and least effective resource teachers

_____ most effective

..... least effective

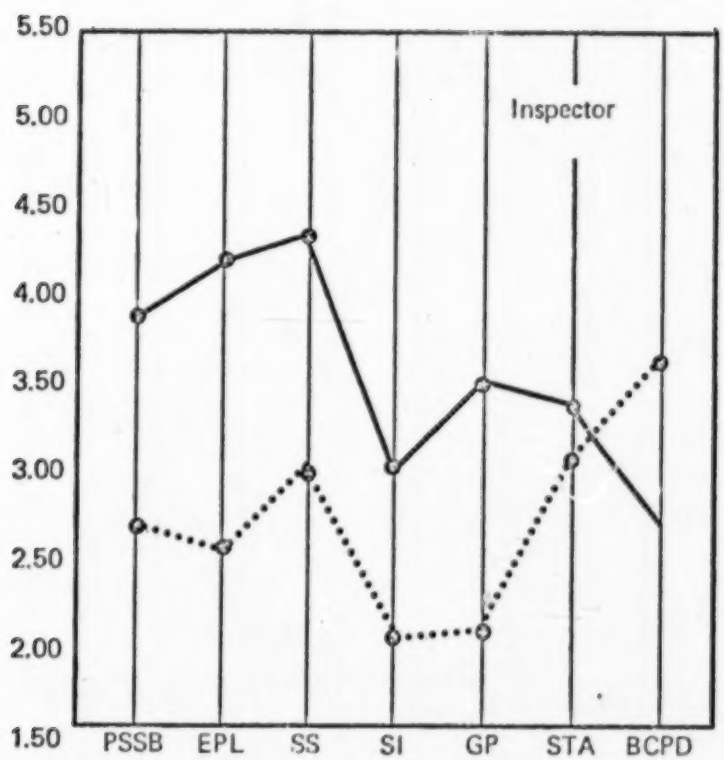


Figure 10 --- Mean item scores on perceived supervisory styles and behavior for the most effective and least effective inspectors

_____ most effective
..... least effective

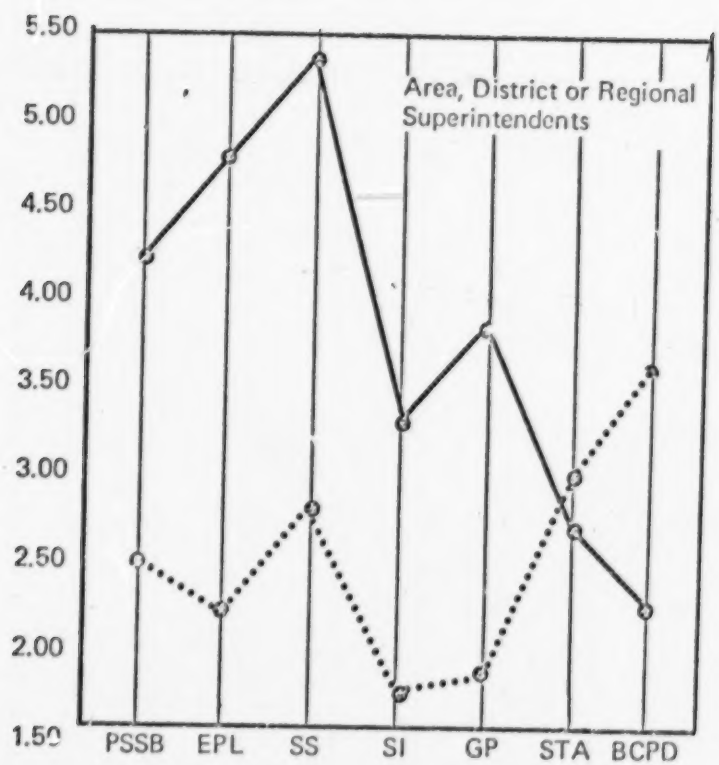


Figure 11 — Mean item scores on perceived supervisory styles and behavior for the most effective and least effective area, district or regional superintendents

_____ most effective

..... least effective

Contrasts and Similarities Among Supervisors in Different Roles

Figure 12 shows the contrasts and similarities of the perceived styles and behaviors of the effective rated principals, program consultants, inspectors, and area superintendents. From this diagram it may be seen that of the four roles:

1. effective rated principals were given the highest scores on staff involvement, growth processes, and support of teacher authority,
2. program consultants were rated highest on professional leadership and social support,
3. the inspectors were perceived to be highest on bureaucratic standardization and lowest on professional leadership, social support, staff involvement and growth processes, and
4. teachers gave effective rated area superintendents the lowest rating on support of teacher authority and bureaucratic standardization.

As Figure 13 shows, the least effective rated principals, program consultants, area superintendents and inspectors were perceived generally to be exhibiting similar styles and behaviors. They were perceived as 'almost never' exhibiting or engaging in professional leadership, staff involvement, and personal and institutional growth processes and only 'occasionally' giving social support to teachers and supporting their authority.

Figure 14 shows the difference in the styles and behaviors of most effective rated principals, program consultants, area superintendents and inspectors when teachers' ratings on each of the scales were converted into standard scores.

The Relationship of School and Teacher Factors to Perceived Supervisory Style and Behavior

When school and teacher factors were related to the perceived styles and behaviors of supervisors it was found that:

1. Female teachers rated supervisors higher on social support, staff involvement, growth processes, support of teacher and professional leadership than did male teachers.
2. Teachers in separate schools, county schools, and small schools perceived supervisors to be higher on bureaucratic standardization than did teachers in public schools, city schools and large schools respectively.
3. Teachers with more than one year of professional preparation rated their supervisors significantly lower on support of teacher authority than did teachers with only one year of training.
4. Separate school teachers rated their supervisors higher on support of teacher authority and staff involvement than did public

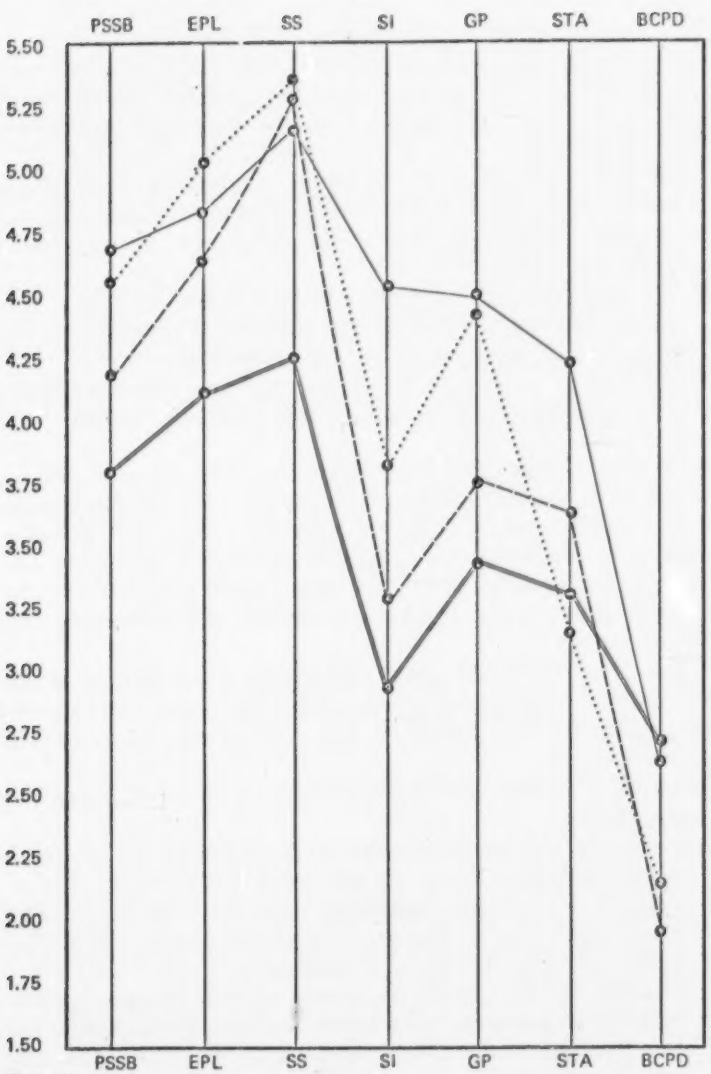


Figure 12 —

PERCEIVED SUPERVISORY STYLES AND BEHAVIOR PROFILES OF THE MOST EFFECTIVE PRINCIPALS, PROGRAM CONSULTANTS, INSPECTORS, AND AREA, DISTRICT OR REGIONAL SUPERINTENDENTS BY MEAN ITEM SCORES.

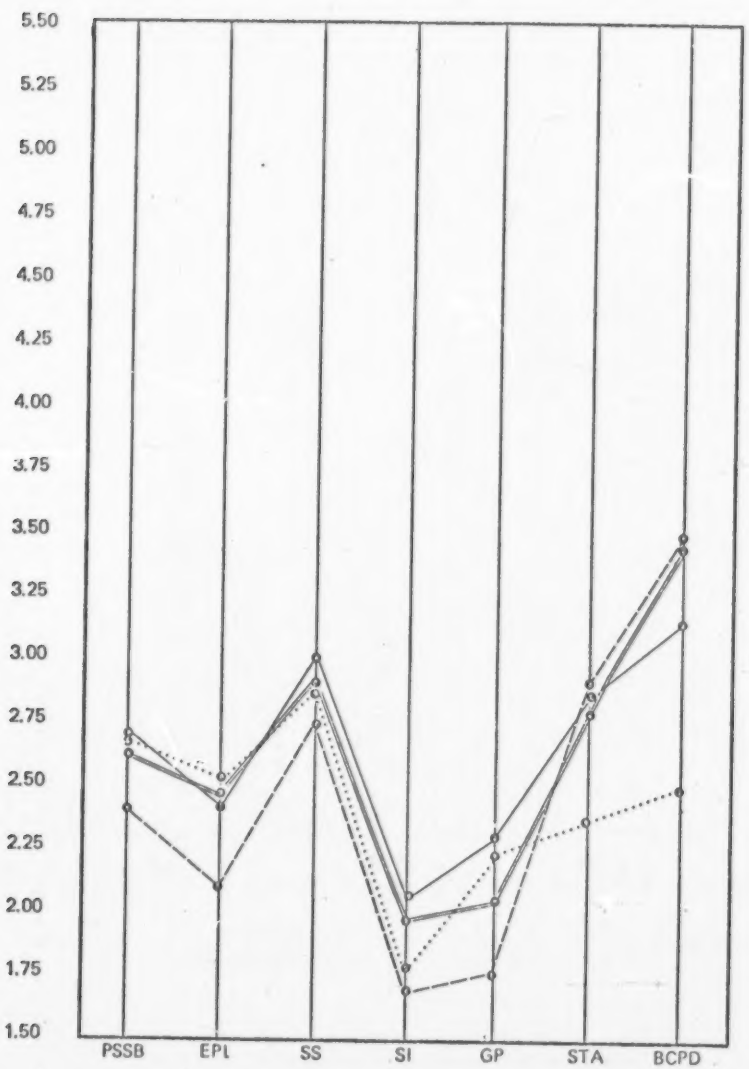


Figure 13 — Perceived supervisory styles and behaviors of the least effective principals, program consultants, area district or regional superintendent and inspectors.

_____ principal
_____ inspector
..... program consultant
_ _ _ _ _ area, district, and regional superintendent

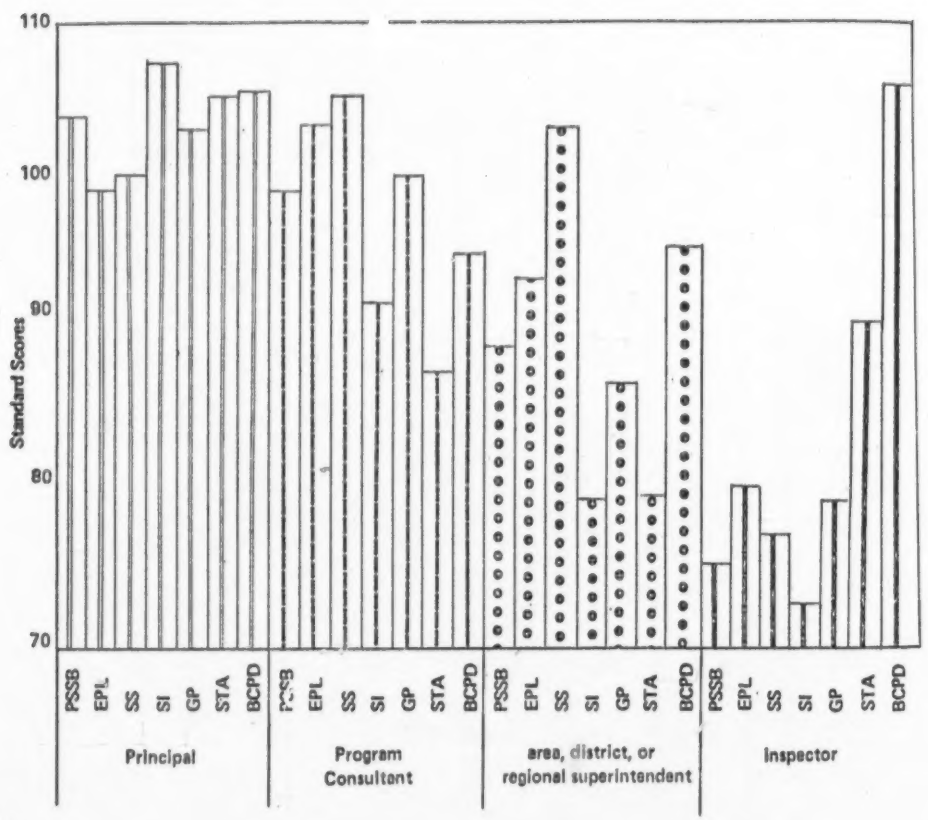


Figure 14 — Comparison of most effective principals, program consultants, area, district or regional superintendents, and inspectors by standard scores on PSSB scales.

school teachers.

5. Generally, the higher the grade level taught the lower were the supervisors rated on the various styles and behaviors.
6. Teachers from medium size schools (16-25 teachers) rated their supervisors higher on professional leadership, social support and growth processes than did teachers from smaller and larger schools.

RECOMMENDATIONS

For supervision in general

1. To become effective in helping teachers, supervisors will have to be proficient in the use of personal and institutional growth processes, provide professional leadership and social support and involve staff members in areas within their professional competence. Specifically, the growth process will be concerned with:
   (a) helping the teachers clarify and sharpen their thinking about the problems they encounter,
   (b) enhancing the status of teachers by permitting wide use of their talents and ideas,
   (c) helping the teacher gather information on the environment of the school which affects learning,
   (d) working with staff members to set realistic goals in terms of student needs,
   (e) encouraging teachers to question accepted practices, and
   (f) restructuring the teaching role for the purpose of teacher self-improvement.
2. A viable training program for those interested in helping teachers is necessary. In such a program, emphasis should be placed on the processes, styles and behaviors examined in this study. To lessen teachers' reliance on the principal's support of teacher authority which was a characteristic of teachers with one year professional training, it is recommended that supervisors encourage such teachers to further their professional training.
3. For an effective program of supervision which encompasses all elementary teachers, supervisors will need to find ways to help

male teachers and those at intermediate grade levels.

For teachers

1. A study of the purposes, functions, and effective processes of supervision should be an integral part of the professional training of all teachers.
2. In view of teachers' perceptions of the principal's support of their authority in dealing with students and parents, it is recommended that the question of pupil control ideology of personnel in school systems be studied.
3. In view of the effectiveness of 'other teachers' in helping staff members, it is recommended that greater opportunities be provided for teacher interaction in school systems by restructuring of teacher roles and that teachers be given greater freedom from their 'in-class' responsibilities to share new ideas and techniques with their colleagues.

For the principal

1. In view of the influence and effectiveness of the principal in helping to improve the content, processes and outcomes of the teachers' work in the school or classroom, it is recommended that greater emphasis be placed on the efficacy of this role so that more professional educational decisions can be made by the principal and his staff at the school building level.
2. However, the efficacy of the principal was due not only to the professional expectations of staff involvement and growth processes (on which the principal received the highest ratings) but also because of a non-professional expectation of support of the teachers' authority in dealing with students and parents. The principal was perceived by teachers as 'frequently'
   (i) supporting a teacher's discipline decision that he (the principal) believes to be grossly unfair to the child,
   (ii) insisting that students obey the teacher's instructions first, and complain about them later,
   (iii) siding with the teacher when a student complains about the teacher's behavior, even if the student's complaint is legitimate, and
   (iv) backing the teacher in any public controversy between the teacher and student.

The school is a service organization which has no control over the admission of its clients, the pupils, and one in which pupils may have little or no control over their participation in the school. As a result of this nature of the school, conflicts may arise between teachers and students. The findings of this study seem to indicate that the principal's

support of teacher authority may be unfair to the child. Put another way, these perceptions run contrary to the professional expectations of stress on the uniqueness of clients' problems. It is interesting to note that teacher perceptions of the principal's support of teacher authority decreased with increase in professional preparation.

In view of these findings, it is recommended that principals and their staff members study the pupil control ideology prevailing in the school with a view to improving democratic teacher-pupil relationships through interpretation of pupil and teacher behavior in psychological and sociological terms.

For school boards

This study demonstrates that teachers distinguish sharply among supervisors and regard those supervisory behaviors as effective which meet their expectations for professional growth, involvement and security in their positions. Thus teachers regard those supervisors as influential and effective in improving classroom instruction who are closely associated with the teaching role. This study shows that as the physical distance between supervisor and teacher increased the rated influence and effectiveness of the supervisor decreased. The role of principal, for example, where the incumbent had opportunities to be close to staff members, was rated overwhelmingly by teachers as the most influential role. Using processes congruent with teacher professional expectations, persons in roles close to teachers will be able to help improve the content, processes, and outcomes of the teachers' work. Persons in roles far removed from teachers will not likely affect the behavior of teachers regardless of their supervisory skills. It is therefore recommended that in creating, restructuring, or changing roles concerned with the improvement of the teaching-learning situation, the factor of closeness to the teacher be considered.

CONCLUDING STATEMENT

The implications of this study are very clear. Supervisors who work directly with teachers and wish to influence their classroom practice and encourage their professional growth must behave in ways congruent with teachers' expectations for involvement, social support and stimulating leadership. Although these styles and behaviors may vary somewhat with various supervisory roles and teacher and school characteristics, there is little doubt that the effective supervisor, according to teacher perceptions, is one who, in attempting to provide staff leadership, is close to the teacher he is trying to help and uses the skills of facilitating personal and institutional growth, giving social support and involving his staff in the decision-making processes in the school.

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